



Oak Grove Elementary

1873 W. Mulberry Avenue • Porterville, CA 93257 • (559) 784-0310 • Grades K-6

Chastity Lollis, Principal

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<https://www.burtonschools.org/domain/10>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Burton Elementary School District

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Porterville, CA 93257
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District Governing Board

Obdulia Guzman Alvarado

Vikki Cervantes

Daniel Figueroa

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Jay Rice

District Administration

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Superintendent

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Chief Business Official

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**Human Resource- Executive
Director**

David Shimer
**Assistant Superintendent of
Educational Services**

Julissa Leyva Ed.D.
**Assistant Superintendent of
Student Services**

Principal's Message:

Welcome to Oak Grove Elementary School; home of the Oak Grove Stars!

As stated in our school vision and mission statements, our school community is dedicated to empowering every student's confidence to prepare them for success in college and the world. With this goal at the forefront, our educators focus on building relationships, providing innovative learning projects, and creating a safe, engaging learning environment. The Oak Grove Elementary staff is dedicated to nurturing our students' perseverance, creativity, problem solving, critical thinking, respectfulness, collaboration, global mindedness, and love of learning. All students are provided with the resources, support, encouragement, and interventions needed to reach academically rigorous learning goals that meet or exceed grade-level standards. Together, with the support of our parents and community members, we will make sure every student reaches their fullest potential.

Sincerely,
Dr. Chastity Lollis

School Vision:

Empowering the whole student to be confident and successful in college and the world.

School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing an innovative education to meet our Mission for all students. We will focus on the district's four pillars:

- Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready
- Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.
- Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.
- Pillar 4- Improvement, Efficiency and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

Community and School Profile:

Oak Grove Elementary is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. Oak Grove serves approximately 496 students in Kindergarten through Sixth Grades in the Burton School District. Committed to our students Oak Grove Elementary is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	60
Grade 2	67
Grade 3	73
Grade 4	84
Grade 5	76
Grade 6	91
Total Enrollment	516

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	1.9
Filipino	3.7
Hispanic or Latino	75.6
White	13.8
Two or More Races	1.7
Socioeconomically Disadvantaged	82.2
English Learners	22.3
Students with Disabilities	10.5
Foster Youth	0.4
Homeless	3.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Oak Grove Elementary	18-19	19-20	20-21
With Full Credential	19	22	23
Without Full Credential	7	4	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burton Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Oak Grove Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Burton School District held a Public Hearing on September 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-21 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Current Adoption (2017) —Good Quality-Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Current Adoption (2014) —Good Quality-McGraw Hill/Engage NY The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Current Adoption (2019) —Good Quality-Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Current Adoption (2006) —Good Quality-McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Information:

Oak Grove Elementary School, originally constructed in 1980, is currently comprised of 28 classrooms (including portables), a music room, a library, one staff room, one multipurpose room, one kindergarten playground, one playground/field, and the main office. During the summer of 2019, the HVAC system on all classroom and school buildings was updated.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems. The district uses School Dude system to report any facility concerns.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	43	N/A	42	N/A	50	N/A
Math	35	N/A	31	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	17	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Oak Grove parents are involved in the LCAP process at Oak Grove and at the district level. Two site representatives attend regular district meetings to provide input on school and district decisions. LCAP has also become an integral discussion within PTA, School Site Council and ELAC meetings. Every grade level at Oak Grove hosts an "epic events" during the school year that bring parents onto campus for an experience. The events are project based, and provide an opportunity for parents to take part in their child's educational experience. Every grade also ins committed to providing both an "epic" field trip, and theater arts experience each year. Parents are invited to take part in these events. Over the past two years, the number of parents attending these events has more than doubled. Over the past two years, Oak Grove has been proactive in utilizing social media connections such as Facebook, Twitter, and the website to communicate and celebrate campus events. Our website is updated regularly with notifications, news items, and pictures and videos from a variety of on campus events. In addition, Oak Grove teachers and students utilize Seesaw to regularly share their work with parent, grandparents, and other family members who has signed up through the portal. Parent involvement via Seesaw has steadily and consistently increased over the past year. Oak Grove parents are invited to participate in a yearly School Site Council election. School Site Council members are elected for a two-year term. Open positions are elected at the beginning of each school year. In addition to the site council, parents may join various committees and advisory boards at the district level as well as in the Burton Foundation. The foundation was organized to support success for all children. The foundation raises money throughout the year and returns the money directly to the classroom in support of curriculum. Parents of English learners are encouraged to join the English Learner Advisory Committee. This committee provides parents an avenue to express their concerns as well as assist in guiding the curriculum and instruction of this, and other program areas. Oak Grove School has an active Parent Teacher Association that allows parents many opportunities for involvement in their child's education. From helping in the classroom and library, to fundraising for enriching supplemental field trips and activities, many parents are actively involved in providing support for the students and school programs. Additionally, parents are encouraged to share their expertise and talents with teachers and students. Parents volunteer to lead centers, small tutoring groups, and even direct music. The establishment of room parents begins each year. A parent volunteer coordinator, with the help of individual room parents, coordinates the volunteer help for short-term events such as field trips or PTA events. Individual teachers then establish regular parent volunteer schedules in the classroom. Monthly district calendars are available online to inform parents of school events. The School Accountability Report Card is prepared and distributed each year as well as a District Annual Report. Classroom teachers send home monthly or weekly newsletters describing upcoming events and curricular activities in their classrooms. The principal regularly sends newsletters home to keep parents informed about important events or issues concerning the students and programs at Oak Grove School. Such information can also be accessed on the Oak Grove website.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

In the summer of 2018, Oak Grove received a new roof, as well as new HVAC units. This went a long way towards upgrading site facilities. Oak Grove School has designed a School Safety/Crisis Plan that is designed to create and maintain a safe school environment, supporting the learning and success of all children. This plan is not static, but active. It is designed to evolve and adapt to meet the changing needs of our school community. The School Site Safety Plan was most recently reviewed in Fall 2020 by the Safety Committee. The School Site Safety Plan was most recently reviewed in Fall 2020 by the Safety Committee. The plan is revisited and updated yearly and components of the plan may be revised or added to throughout the year as needed. Oak Grove strongly focuses on Character Counts and a defined set of classroom and playground rules which stress positive behaviors. This is achieved through a systematic program called Capturing Kids Hearts. This program defines how we serve our families and each other. Teachers, administrators, and paraprofessionals perform regular yard and bus duties to ensure the safety of our students on their way to and from school, as well as at recess time. Included in the plan is a safe route to school for all students. This is reviewed yearly by school and transportation department personnel and is updated as needed. In addition, fire drills and lock down drills are conducted on a regular basis. Emergency/disaster procedures (such as earthquake, flood, chemical accident, bomb threat, intruder on campus, etc.) are reviewed at the beginning of the school year. Each teacher has a School Safety/Crisis Plan binder in their classroom and binders may be found in each room on campus. Explicit plans and procedures for any and all potential incidents may be found in the binders.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.0	1.4	1.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.9	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Other	2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	3		18	4			22	1	2	
1	25		3		23		3		20	3		
2	20	3	1		18	4			22		3	
3	26		3		28		3		24		3	
4	29		3		26		3		28		3	
5	33		1	2	30		3		25		3	
6	29		3		33			3	30		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Networked Improvement Communities to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

Professional Development choices are guided by the ongoing needs of staff. This is determined via collaborative conversations between admin and teachers, as well as between admin and the district director of curriculum, and the district director of instructional technology. PD is delivered both off campus at BPAL, on campus during the instructional day, during selected Monday or Wednesday meetings, and during district planned mini conference days. Every Wednesday is a minimum day with all students being dismissed at 1:00PM. During this Wednesday common planning time, teachers participate in the achievement teams process. There is a focus on curriculum planning and research-based instructional and engagement strategies within and across grade level teams. New teachers are provided five days of staff development before the school year begins. Burton Professional Academy of Learning also provides ongoing support to teachers throughout the school year, including but not limited to Nancy Fezter, Number Talks, and CKH. The 5th and 6th Grade teams at Oak Grove are currently participating in a study through the Bill and Melinda Gates Foundation. This study brings us into a network improvement community that has allowed us to place a focus on Improvement Science and Growth Mindset in our classrooms. This has become an integral part of our campus vision, not only at grades 5 and 6, but all grades. Moving forward, we are committed to providing ongoing support and training in Improvement Science methods. Our focus on mindset and a shift in lesson design has helped our site evolve instructionally. This has led to an increase in achievement across all subgroups in both ELA and Math. This will continue to be a focus.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,924	\$50,574
Mid-Range Teacher Salary	\$81,864	\$76,649
Highest Teacher Salary	\$107,162	\$98,993
Average Principal Salary (ES)	\$128,522	\$125,150
Average Principal Salary (MS)	\$131,365	\$129,394
Average Principal Salary (HS)	\$141,235	\$122,053
Superintendent Salary	\$187,000	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	8.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,961	\$780	\$5,180	\$64,538
District	N/A	N/A	\$5,704	\$74,946
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.6	-14.9
School Site/ State	-39.8	-22.1

Note: Cells with N/A values do not require data.

Types of Services Funded

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency,
- Title IV Student Support & Academic Enrichment

Oak Grove receives LCAP funding based on site demographics. These funds are used to support the identified priorities identified by the state, district, and site. At Oak Grove Elementary School, expenses are also supported by a variety of funds, including but not limited to General Fund (Lottery). A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.